DOCUMENT RESUME

ED 181 003 SP 015 431

AUTHOR Harty, Harold; Smith, Bonnie
TITLE Prospective Teachers' Acceptance of Others During Placements in Multi-Ethnic Community Centers.
PUB DATE 77
NOTE 13p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Community Relations; *Cultural Environment; Experiential Learning; *Field Experience Programs; Interaction; Interpersonal Competence; *Minority Groups; *Neighborhood Centers; Personal Values; *Preservice Education; *Teacher Alienation; Teacher Workshops

ABSTRACT

Research was done to determine the degree of acceptance of others exhibited by two groups of randomly selected preservice teachers in order to determine whether special workshop and field experience training modified their attitudes towards others' patterns of behavior and beliefs. The study was set within the context of a muti-ethnic neighborhood community center. Findings reveal that although preservice teachers become more tolerant towards varying social and personal value systems after the specialized workshop sessions, they become less accepting of others as a result of interaction with children and adults in a community-based multicultural setting. (Author/LH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED181003

PROSPECTIVE TEACHERS' ACCEPTANCE OF OTHERS DURING PLACEMENTS IN MULTI-ETHNIC COMMUNITY CENTERS

1977.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

by

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Bonnie M. Smith
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Harold Harty
School of Education
Indiana University
Bloomington, Indiana 47401

Bonnie Smith
Program Planning and Development
Washington Township Schools
Indianapolis, Indiana 46240

SP015431

ABSTRACT

Acceptance of others and feelings of acceptance have been key issues in the preparation of future teachers to serve in minority group settings. The goals for this investigation were to determine the acceptance of others of two randomly selected groups of preservice teachers before and after early field placements; whether special training and experiences modified their acceptance of others' patterns; and whether the structured teaching of acceptance of others' activities changed the perceptions of prospective teachers. The findings revealed that future teachers become less accepting of others as a result of interacting with youngsters and other adults in community-based multicultural settings. The data also indicated that preservice teachers became more accepting and enjoyed people with different cultural values after special workshop training sessions but became less accepting of people with different values after the teaching experience.

Recently much has been said about the "acceptance of others" as it relates to minority group youngsters, specialized teacher education programs preparing preservice teachers to be more accepting of others from different cultures, and the demand for early field experiences for preservice teachers. Poor minority children, like all other children, bring with them the customs and mores of their family and community. Preservice teachers should have extensive "live-in" experiences in which they develop some sensitivity to the community in which a considerable number of their potential pupils live.

The study sought possible answers with respect to the nature of preservice teacher acceptance of others before and after intensive pre-student teaching field experiences in multicultural community-based settings: Does a special teacher preparation program change preservice teacher acceptance of others? Does the structured teaching of acceptance of others development activities change preservice teacher acceptance of others? The objectives for this investigation were to determine the acceptance of others of two randomly selected groups of prospective teachers before and after early field placements; whether special training and experiences changed the acceptance of others; and whether the structured teaching of acceptance of others activities changed the perceptions of the preservice teachers.

Perspective

Fey (1955) related acceptance of others to a person's general perception of himself/herself. Robinson (1973) explained further that these perceptions are associated with and show a relationship between feelings of self-acceptance, acceptance of others, and feelings of acceptability to others.

Over the last three decades, theorists of personality and behavior have discussed the importance of acceptance of others to a desirable and healthy mental state. Phillips (1951), in reviewing the literature, noted that in studies of racial attitudes and prejudice, an individual's own shortcomings and dislikes are projected in some way onto others. McIntyre (1952) alluded to the notion that people who have a greater acceptance of others will have better interpersonal relations with others. Fey (1954) examined the relationship of acceptance of others to a specific interactive encounter and found no significant linkages between them. Later, Fey (1957) also found that no significant relationships existed between the acceptance of others attitude set and three other well defined different characteristics of personality in a given social situation.

Acceptance of others is important when teaching youngsters from educationally disadvantaged backgrounds. Gordon (1965) noted that deprived youngsters depend more on external as opposed to internal influences than do more privileged youths, and thus look for a greater acceptance by others. The teacher preparation program which served as the vehicle for the investigation was predicated on a set of beliefs and assumptions that preservice teachers should acquire knowledge, acceptance of others, and insights into the lifestyles of the cultural populations they plan to serve as teachers. The course sequence which heavily emphasized this orientation included an introductory course, "Urban and Rural Problems"; an educational psychology course which stressed human development under adverse conditions; "Aesthetic Experiences for the Disadvantaged"; "Methods of Teaching Elementary School Mathematics" and a math course utilizing abstract symbols to represent feelings, experiences, and environment;

and an "Interdisciplinary Approach to Curriculum." This preservice preparation culminated in a fifteen semester hour "Experiment in Multicultural Living" consisting of a three-week campus workshop and an eight to twelve week field experience in community agencies which fulfilled partial certification requirements for methods of teaching science, reading/language arts, and social studies. Throughout the program humanistic philosophies were promoted. Emphasis was also placed on the development of awareness skills and cognizance of the effects that a teacher might have on youngsters from a different ethnic background.

Design

Twenty prospective teachers had advanced through the program and had enrolled in the "Experiment in Multicultural Living." Prior to the campus-based three-week workshop portion of this course, the group was randomly sorted into two groups of ten subjects. During the science methods sessions one group received a special treatment effect where their orientation patterned the activities found in *Loving and Beyond : Science Teaching for the Humanistic Classroom* (Abruscato and Hassard, 1976) and also engaged in simulation activities emphasizing the acceptance of others. This group was to plan and teach structured activities focusing on the acceptance of others with youngsters during their field experiences while working with poor whites, blacks, Latinos, and American Indians in rural or inner city community agencies, migrant worker camp educational facilities, or reservation schools. The other group of ten preservice teachers did not receive any special preparation with respect to acceptance of others, but engaged in the conventional activities typical of elementary school science methods courses, and was instructed not to prepare and teach structure activities emphasizing acceptance of others.

The *Acceptance of Others Scale* (Fey, 1955) was used to examine prospective teacher acceptance of others. This scale consists of 20 Likert-type items, with possible responses running from "almost always" (scored as a 1) to "very rarely" (scored as a 5). Scale scores thus run from 20 (low acceptance) to 100 (high acceptance). This instrument was designed to examine the relationship between feelings of self-acceptance, acceptance of others, and feelings of acceptability to others. On a sample of 58 third year medical students, Fey (1955) calculated a split-half reliability coefficient of 0.90. Robinson (1973) noted that this instrument revealed relatively high reliability and promise but needed to be utilized in more rigorous and comprehensive studies. No validity information was available. The *Acceptance of Others Scale* (Fey, 1955) was administered to both groups before and after the three-week campus workshop and after the eighth week of the community field experience. Seven criterion questions were asked with potential solutions determined through the use of t-tests ($p < .05$), means, and mean-difference scores. Where possible, quantitative findings have been augmented with qualitative commentary.

Results

1. The 20 preservice teachers responded to the *Acceptance of Others Scale* during the first meeting of the workshop sessions. Their total scores ranged from a low of 55 to a high of 83 with a mean of 68.3. These respondents rated the specific dimension of "Liking People Just Getting to Know" as the most accepting (M=4.4) and the item focusing on "Wishing People Be More Honest" as the least accepting dimension (M=2.4).

2. After the workshop experiences the scores of those teachers receiving the special treatment ranged from a 54 to 77 with a mean of 68.4, and those engaging in the conventional offerings possessed total scores ranging from 60 to 87 with a mean of 71.9. The prospective teachers of both groups perceived the aspect of "Comfortable with All Types of People" as their strongest attribute with means of 4.7 (experimental) and 4.5 (control). The dimension of "Need for a Strong, Smart Leader" was rated the least accepting by both the group receiving the special sessions (M=2.2) and the group receiving

no special treatment (M=2.3). No significant differences were found among the t-tests on the 20 specific items or the total scores between the two groups after the workshop experiences.

3. When considering changes in the attitudes of those would be teachers receiving the workshop treatment effect before and after these special sessions, a mean-difference of 4.2 on total scores revealed an overall shift in a positive direction. The specific dimensions of "Enjoy People with Different Values" exhibited the greatest shift in a positive direction and "People Are Stubborn and Unreasonable" represented the only shift in a negative direction of the 20 individual items. Three preservice teachers changed their views drastically with the addition of 13, 14 and 16 points to their total scores. No significant differences were found between the item responses or the total scores before and after the treatment effect among experimental group neophytes' perceptions.

4. Changes in acceptance of others were revealed among the viewpoints of the control group subjects before and after the campus-based workshop. The prospective teachers not receiving special preparation exhibited a slight shift in a negative direction as represented by a mean-difference of -0.5 in total scores. The specific factors of "People Are Pretty Smug" showed a considerable shift in a positive direction whereas the specific dimension of "Enjoying Self When Alone" represented the greatest shift in a negative direction. Of the 20 specific concerns, 12 attitudes moved in a more undesirable direction. No significant differences were found between the total scores; however, the specific factor of "People Are Pretty Smug" was found to be significant at the .05 level before and after the workshop among the perceptions of the subjects receiving no treatment effect.

5. Attitudinal modifications of prospective teachers who received special workshop preparation and were to teach activities focusing on acceptance of others were found to be somewhat more negative as a result of interacting with youngsters in community settings. A shift of -5.2 was reflected in the mean-difference of the total scores before and after, a move in the direction of being less accepting. Also, as a result, of both treatments (special workshop sessions and structured teaching of activities focusing on accepting) these subjects were slightly more negative as evidenced by an overall mean-difference score of -1.0 with respect to the total effort. The specific factor where there was the greatest shift in terms of being less accepting was associated with "Enjoy People with Different Values." Of interest, this specific factor exhibited the greatest shift in a positive direction as a result of special workshop sessions and then showed the greatest shift in a negative direction as a result of the teaching experience. Also resulting from the field experience were shifts in a negative direction for 16 out of the 20 specific dimensions. One preservice teacher's total score decreased 42 points as a result of interacting with minority youngsters which gave evidence of considerable lack of accepting. No significant differences were found among the total scores or the individual items as a result of the teaching experience or the overall design effort with respect to the experimental group neophytes.

6. The group not supposed to be putting forth any concerted effort on the teaching of accepting activities to youngsters in community settings exhibited an overall slight shift in a positive direction as revealed by a mean-difference on the before and after total scores of 0.2. In addition, resulting from a lack of both treatment effects, the future teachers were slightly more positive with an overall mean-difference of 0.3 before and after the entire designed effort. The specific dimension where there was the greatest movement in a positive direction focused on "Need for a Strong, Smart Leader", and the factor which represented the greatest shift in a negative direction was "Everybody Tries To Be Nice." Of interest, the preservice teachers receiving the special workshop sessions exhibited as their greatest shift in a negative direction the factor "Need for a Strong, Smart Leader" after the special preparation. No significant differences existed between the total scores of these subjects before and after the teaching experience; however, the specific dimension of "Average Person's Self-Satisfaction" was found to be significant ($p < .05$) as a result of the teaching experience. With respect to the lack of the two treatment effects, no significant differences were found among the total scores or the individual specific dimensions in view of the total effort.

7. After both the workshop experiences and the teaching experiences, the scores of those subjects in the experimental group ranged from a low of 33 to a high of 76 with a mean of 63.2, and those in the control group had total scores which ranged from 52 to 89 with a mean of 72.1. The future teachers of both groups deemed the dimension of "Liking People Just Getting to Know" as their most positive with means of 4.5 (experimental) and 4.4 (control), and the least accepting attribute as "Wishing People Be More Honest" with means of 1.9 and 2.9 respectively. As is the case here, it was the same situation after the workshops only, that both groups perceived the same dimensions as their most and least accepting. Even though both groups agreed on the same specific factor as their least accepting, the degree of difference in their agreement was significant at the .05 level for "Wishing People Be More Honest." The responses to the specific concerns of "Favors for People Who Abuse You" and "Need for a Strong, Smart Leader" were also found to be significantly different ($p < .05$) between the two groups after the teaching experience. No significant differences were found between the groups in reference to their total scores.

Analyses

Consideration must be given to these findings and the following discussion before making any generalizations because of limitations associated with this endeavor. Generalizations should be restricted because of the sample sizes of both groups of subjects and the usual shortcomings related

to standard error of measurement. With larger sample sizes and a more controlled experiment the sought-after effects of this investigation would have probably been more apparent and reliable. The design and statistical shortcomings usually related to pretest-interim test-posttest situations also pose restrictions. Also, there are possible hidden interactions and extraneous variables operating which are affecting the prospective teachers' orientation toward acceptance of others and their actual responses to the utilized instrument. Aside from these acknowledged shortcomings, the trends uncovered in the study appear to have some importance. This investigation was intended to serve as an exploratory endeavor which hopefully would lead to similar or related refined studies. Based on the findings of this endeavor, the following conjectural statements have been generated for possible examination in future similar studies:

- Preservice teachers become less accepting of others as the result of interacting with youngsters and other adults in community-based multicultural settings.
- After workshop preparation those preservice teachers receiving special training are more accepting of others than those not receiving the special sessions.
- Preservice teachers become more accepting and enjoy people with different values after special training sessions and become less accepting of people with difference values after the teaching experience.
- Preservice teachers are least accepting of the need for a strong, smart leader after campus-based instruction and are most accepting of a person of this type after the teaching experience with those not teaching structured accepting activities being significantly more accepting of a strong, smart leader.
- Preservice teachers, upon entry, view the dimension of wishing that people would be more honest as their least accepting attribute and after both campus and field experience still view this as their least accepting attribute with those receiving both treatment effects being significantly more positive.

Approaches to the design and development of teaching episodes that will promote the acceptance of others as future teachers move from campus simulation to interaction have not been identified or defined to any great extent. Also, both groups had academic preparation and some knowledge of the life-styles of the populations they were planning to serve. They revealed that they were comfortable with all types of people as one of their most positive attributes; however, after the campus-based sessions, the experimental group reflected a positive shift which changed when they became actively involved in the field whereas those who refrained from the teaching of accepting activities showed a very slight shift toward the positive at the end of their teaching experience. It might be the case that preservice teachers leave the campus with unreachable progressive and liberal ideas about accepting and leading youngsters in daily learning activities, or they leave with too few practical skills needed for operating free, unstructured, or open learning environments which they hope to implement. They may not possess the knowledge, skill, and confidence to try out the more progressive learning approaches that are more varied, more individualized, and more accepting and pleasant for the learner, and also the teacher. The daily challenge of eliciting acceptable and continuous youngster self-control in the classroom may be frustrating to the preservice teacher. Would-be teachers may grow less tolerant and accepting of youngsters speaking out freely and addressing others whenever the need arises. A need for conduct and rapport and less of an acceptance may become a part of a prospective teacher's instructional management repertoire. Perhaps, it may be the influence of other adults or other environmental factors; or just the exposure to the "real world" of youngsters may have the greatest

impact on the accepting and/or "being accepted" patterns of the preservice teacher. Possibly, with higher controlled, and perhaps even highly simulated field environments, future research may unravel and eventually clarify many of the questions posed by this investigation. Hopefully, future research on the intervention of preservice teachers with school-age youngsters in community-based settings will lead to findings which have a greater impact on the accepting patterns of prospective teachers as well as teacher preparation in general.

Selected References

Abruscato, J., and Hassard, J. Loving and Beyond: Science Teaching for the Humanistic Classroom. Pacific Palisades, California: Goodyear Publishing Company, Inc., 1976.

Fey, W.F. "Acceptance by Others and Its Relation to Acceptance of Self and Others: A Revaluation." Journal of Abnormal and Social Psychology, vol. 50 (January, 1955), pp. 274-276.

Fey, W.F. "Acceptance of Self and Others, and Its Relationship to Therapy-Readiness." Journal of Clinical Psychology, vol. 10 (July, 1954), pp. 269-271.

Fey, W.F. "Correlates of Certain Subjective Attitudes toward Self and Others." Journal of Clinical Psychology, vol. 13 (January, 1957), pp. 44-49.

Gordon, E.W. "Characteristics of Socially Disadvantaged Children." Review of Educational Research, vol. 35 (December, 1965), pp. 377-388.

McIntyre, C.J. "Acceptance of Others and Its Relation to Acceptance of Self and Others." Journal of Abnormal and Social Psychology, vol. 47 (July, 1952), pp. 624-625.

Omwake, K.T. "The Relation between Acceptance of Self and Acceptance of Others Shown by Three Personality Inventories." Journal of Consulting Psychology, vol. 18 (December, 1954), pp. 443-446.

Phillips, E.L. "Attitudes toward Self and Others: A Brief Questionnaire Report." Journal of Consulting Psychology, vol. 15 (February, 1951), pp. 79-81.

Robinson, J. "General Attitudes Toward People." Measures of Social Psychological Attitudes. Edited by J. Robinson and P. Shaver. Ann Arbor: Institute for Social Research, University of Michigan, 1973.

Wylie, R.C. "Children's Estimate of Their Schoolwork as a Function of Sex, Race, and Socioeconomic Level." Journal of Personality, vol. 31 (June, 1963), pp. 203-204.